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ABSTRACT

The process used to prepare the North American Library Education Directory and Statistics (1971-1973) is described. The methodology of the survey is discussed, and a brief summary of the results is given. For the Directory see IR 000 987. (WCM/JY)

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FINAL REPORT

Grant No. OEG-0-73-5151

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REPORT RELATING TO THE PREPARATION OF THE NORTH AMERICAN LIBRARY EDUCATION DIRECTORY AND STATISTICS 1971-1973

(edited by D. Kathryn Weintraub and Sarah R. Reed)

July 1974

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Libraries and Learning Resources

(Library Demonstration under Title II B of the Higher Education Act of 1965, P.L. 89-329, as amended)

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IR 001 001

Abstract

The North American Library Education Directory and Statistics 1971-1973 is the latest in a series of surveys originating in the U. S. Office of Education in 1963 and as such forms a part of the national library education statistical program. Questionnaires were mailed out to U. S. and Canadian programs in October 1973. The information for the report on library education in North America outside the United States and Canada was secured in personal visits during the summer of 1973 and through informal correspondence. The seven parts of the Directory prepared as a result of this survey are as follows: U. S. Graduate Library Education Programs, U. S. Undergraduate Library Education Programs, U. S. Library Technical Assistant Programs, Library Education in Canada, Library Education in North America outside the United States and Canada, Directory of Institutions, and Tables of Library Education Programs. The U. S. survey form was mailed to 561 institutions of higher education; 409, or 73 percent, responded. The report on library education in neighboring countries to the south of the United States covers Puerto Rico, Cuba, Jamaica, Panama, Costa Rica, Guatemala, and Mexico.

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(edited by D. Kathryn Weintraub and Sarah R. Reed)

by

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July 1974

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Libraries and Learning
Resources

PREFACE

At its Midwinter Meeting in Los Angeles in 1971, the LAD LOMS Statistics for Library Education Committee of the American Library Association encouraged Indiana University to explore possible funding from the U. S. Office of Education for the preparation of the 1971-1973 edition of the North American Library Education Directory and Statistics. This Committee action was supported by Al Trezza, Chairman of the ALA LAD LOMS Committee and Director of the Illinois State Library; Thomas P. Slavens, President of the Association of American Library Schools and a member of the University of Michigan School of Library Science faculty; and by Peter Hiatt, President of the ALA Library Education Division and now Director of the University of Washington School of Librarianship.

With the help of a number of people with expertise in library education statistical surveying, a proposal for a small grant to cover the technical operations involved in conducting a survey was developed and the instruments to be used for the survey were refined.

Grant OEG-0-73-5151, approved to begin July 1, 1973, expired June 30, 1974.

Three of the authors are from library school faculties other than that of Indiana University. Robert D. Little, Chairman of the Department of Library Science, Indiana State University, agreed to update his 1969-1971 Directory chapter on "Library Technical Assistant Programs in the United States". Kenneth H. Plate of the faculty of Library Science, University of Toronto, conducted the Survey of Library and Information Science Education Programs, 1971-1973, in Canada. William V. Jackson of the School of Library Science faculty, George Peabody College for Teachers, who spent the summer of 1973 in Brazil, Uruguay, Columbia, and Jamaica, surveyed library education in schools in the neighboring countries to the south of the United States.

Because this Directory, a copy of which is attached to this report, was prepared without any released time for the editors, the invaluable assistance of those who helped to gather, tabulate, and prepare the survey data for publication is doubly appreciated.

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INTRODUCTION

The North American Library Education Directory and Statistics 1971-1973 is the latest in a series of surveys originating in the United States Office of Education in 1963 and as such forms a part of the national library education statistical program. For library educators, counselors, and librarians generally, it serves as a directory of the various library education programs in the American orbit and provides a data base for library education planning and development. The inclusion of trend data will increase its usefulness in planning for effective education and utilization of library personnel.

Graduate library education and information science programs, undergraduate programs, and library technical assistant programs in the United States, in Canada, and in selected countries south of the U. S. border are included.

METHODOLOGY

Reporting for U. S. programs is on the basis of returns to the questionnaires, copies of which are attached to this report, and which were mailed out initially in October 1973. As shown in Tables 1 and 2, the responses from the U. S. survey universe were less complete than in either of the two previous surveys, even though follow-up surveys were conducted in December 1973, and in January, March, and April of 1974. Reporting for programs to the north (see Table 3) and to the south (see Table 4) of the United States is discussed in chapters by Plate and Jackson respectively.

Plate used the same forms as were developed for the U. S. survey but prepared his own covering letters in English and in French depending upon the official language of the school.

On the basis of repeated visits to the various countries to the south of the United States included in Jackson's report, he concluded that the information from his own files supplemented with correspondence would produce a better result than would a questionnaire.

Copies of NALEDS 1971-1973 are ready for distribution to the library education programs surveyed pending approval of this report.

TABLE 1

SURVEY UNIVERSE: U.S. LIBRARY EDUCATION PROGRAMS, 1973

Type of Program	Total Number of Programs Surveyed	Number of Respondents			
		Supplying Statistical Information	Reporting Program Not Currently Offered	Total	Percentage of Total Programs Surveyed
Graduate, ALA-accredited	53	52	0	52	98
Graduate, non-ALA-accredited	84	63	2	65	77
Undergraduate	230	155	15	170	74
Library Technical Assistant	194	59	63	122	63
Total	561	329	80	409	73

TABLE 2

SURVEY RESPONDENTS: U.S. LIBRARY EDUCATION PROGRAMS, 1968, 1971, and 1973

Type of Program	Number of Respondents		
	1968	1971	1973
Graduate, ALA-accredited	39	49	52
Graduate, non-ALA-accredited	78	76	63
Undergraduate	183	195	155
Library Technical Assistant	57	72	59
Total	357	392	329

TABLE 3

SURVEY UNIVERSE: CANADIAN LIBRARY EDUCATION PROGRAMS, 1973

Type of Program	Total Number of Programs Surveyed	Number of Respondents	
		Supplying Statistical Information	Percentage of Total Programs Surveyed
Graduate ALA-accredited[a]	8	8	100
Faculty of Education School Librarianship	9	7	78
Library Technician	24	15	63
Total	41	30	73

[a]Although the University of Ottawa Library School Program is included in the current statistical report, its graduate program has been discontinued.

TABLE 4

SURVEY UNIVERSE: LIBRARY EDUCATION PROGRAMS IN NORTH AMERICA OUTSIDE THE UNITED STATES AND CANADA, 1974

COUNTRY	PROGRAM(S) SURVEYED
Costa Rica	Departamento de Bibliotecología Universidad de Costa Rica
Cuba	Escuela Cubana de Bibliotecarios Sociedad Económica del País Departmento de Bibliotecarios Facultad de Humanidades Universidad de la Habana
Guatemala	Escuela de Bibliotecología Universidad de San Carlos
Jamaica	Department of Library Studies Faculty of Arts and General Studies University of the West Indies
Mexico	Colegio de Bibliotecología y Archivoigía Facultad de Filosofía y Letras Universidad Nacional Autónoma de México Escuela Nacional de Biblioteconomía y Archivonomía Secretaria de Educación Publica
Panama	Escuela de Bibliotecología University of Panamá
Puerto Rico	Graduate School of Librarianship University of Puerto Rico

RESULTS

The major product of the 1973 library education survey is the publication, the North American Library Education Directory and Statistics 1971-1973, a copy of which is attached.

U. S. Graduate Programs. -- Survey responses from the graduate library education programs in the United States provide an opportunity to make comparisons with those of a decade earlier. The increase in the number of ALA-accredited programs has implications for every facet of professional education including financial support, faculty, and degrees awarded. In 1963 there were 33 accredited schools in the United States compared with 53 in 1973, or an increase of 61 percent.

The median budget in 1963/64 of ALA-accredited library schools was $95,662. Their 1973/74 median budget is $381,231, or an increase of 298 percent. For the nonaccredited schools, the comparable figures are $18,800 and $123,410, or an increase of 557 percent.

Though today's graduate library education faculties may not give any outward evidences of affluence, their median salaries, on the average, have increased by 71 percent during this 10-year period.

In 1963/64 the accredited schools reported an average full-time faculty of 7; in 1973/74, an average of 12, or a 71 percent increase. In the nonaccredited schools, the average number of faculty members doubled from 2 to 4 during the decade.

In 1963/64, 33 accredited schools reported awarding a total of 2,779 masters degrees or 84 degrees per school; in 1972/73, 52 U.S. ALA-accredited schools reported awarding 6,518 masters degrees, or an average of 125 degrees per school. Similarly, the nonaccredited schools showed an increase in number of degrees awarded from an average of 11 per school in the earlier year to 27 per school in 1972/73.

From these few facts it is clear that graduate library education programs have made dramatic progress during the past decade. This rate of development is important too for the growing visibility and the greater prestige that such marked increases in budgets, salaries, number of faculty, and size of program signify.

Despite serious problems that library education programs face in terms of faculty recruitment, financial support for doctoral study and other research programs, and program development, there seems strong evidence that library education leaders can point with some pride to recent achievments. These accomplishments should provide both perspective and momentum for the decade ahead.

U. S. Undergraduate Programs. -- New state certification requirements and decreasing college enrollments are affecting undergraduate library education programs in the United States. One group of programs has evolved into unified media programs. These bring together what were formerly designated as library and audio-visual courses and frequently have as their ojbective the attainment of competency-based curricula. Another group is moving towards the development of masters degree programs. Yet another has introduced 2-year library/media technical assistant programs. As indicated in Table I, a group of 15 schools reported not offering courses at the present time due to insufficient enrollments. A number of other respondents indicated that they realize that they will either have to discontinue their courses or expand them to meet revised certification guidelines.

In 80 of the 155 programs in this year's statistical report, the librarian is also head of the undergraduate program. This is 51 percent of the respondents compared with 38 percent who reported this dual responsibility in 1967/68. Similarly the number of programs entirely dependent upon part-time faculty continues to increase: 53 percent of the respondents in 1973 compared with 46 percent in 1967. Both from these data and from comments made by respondents it is clear that many of these undergraduate programs survive due to the dedication of librarians who are working much more than 100 percent of their assigned time. Frequently library staff who teach courses are granted little or no released time for teaching.

U. S. Library Technical Assistant Programs. -- As concluded by Robert D. Little, the typical library assistant program would be offered by a community or junior college. Although it would be a 2-year program leading to an associate degree, a student would be permitted to receive a technical assistant certificate upon the completion of the library science portion of the program. There would be 14 full-time and 18 part-time students. The faculty would consist of 3 part-time and no full-time instructors. The degree would require 60 semester hours, one-third of which would be library science courses. Little predicts that the total number of programs will probably remain fairly constant or decline slightly, since more institutions tend to be discontinuing or suspending their programs than are starting new ones.

Canadian Programs. -- Kenneth H. Plate reported that 6 of the 7 ALA-accredited library schools in Canada have completed the transition from the 1-year BLS program to the 2-year MLS program. Only the University of Alberta continues to offer the BLS program. Ottawa's graduate programs have been phased out.

Although both Toronto and the University of Western Ontario offer doctoral programs, the first Canadian Ph.D. in library science was awarded by Toronto in June, 1974.

The only major shift in enrollments seems to be the trend towards larger part-time enrollments in the library technical assistant programs. In 1973 the part-time enrollment was 24 percent; in 1971, it was only 5 percent.

Programs to the South of the U. S. -- As shown in Table 4, William V. Jackson, who has had many assignments in these various countries, reported on 9 library education programs located in the Caribbean area, Middle America, and Mexico. From its establishment in 1968, the University of Puerto Rico Graduate School of Librarianship has worked towards ALA-accreditation. Instrumental in the development of this school were funds granted under HEA Title IIB. Only last year the Department of Library Studies of the University of the West Indies also was established with outside financial assistance. In this case UNESCO and the Organization of American States provided funding. Like the University of Puerto Rico, the University of the West Indies also drew upon U. S. expertise in developing its program.

The 3 library schools of Middle America are located at the University of Panama (5-year program about one-fifth of which is library science), the University of Costa Rica (4-year program of which about one-half is in library science; a new 3-semester graduate program has been approved), and the University of San Carlos, Guatemala (3 programs: library assistant, general librarian, and the licentiate, a degree program including 18 cultural and 15 professional courses).

In Mexico there are 2 library schools. The National School of Library Science and Archival Study, which is under the educational secretariat of the federal government has a library technical assistant program and a program roughly corresponding to a U. S. undergraduate course of study. The College of Librarianship and Archives Management operates within the National University. It has a 4-year undergraduate program leading to the licenciatura degree and another 3-semester program by which holders of the latter degree may be awarded the maestria degree.

All but the programs at the University of Puerto Rico and the University of the West Indies for the most part enrol part-time students and employ part-time faculty. The former closely resembles masters programs in the United States; the latter shows the influence of the British pattern. The other programs are similar to those of the Spanish-speaking countries of South America. While all have been affected to some extent by American influences, they have achieved adaptations appropriate for their geographic and cultural backgrounds.

Directory of Institutions. -- The first part of the Directory is a list of 481 U.S. library education programs arranged alphabetically first by State and then by institution; the second is a list of 40 Canadian programs arranged alphabetically by province and then by institution. Entries are followed by symbols to indicate graduate, under-

graduate, library technical assistant or ALA-accredited status and whether or not the school is represented in the current statistical report.

Tables of Library Education Programs. -- The final section contains tables for U.S. graduate, undergraduate, and library technical assistant programs of statistics on enrollments, degrees awarded, placements, salaries, curricula, faculty, staff, and financial support.

Appendices. -- Appendices include copies of the questionnaires used in the 1973 survey and a list of schools reporting that they are not offering library education programs currently.

CONCLUSIONS

1) The growth of graduate library education programs both in the United States and Canada during the past decade is remarkable. This rate of development is important for the growing visibility and the greater prestige that marked increases in budgets, number of faculty, and size of program signify.

2) In 1972/73, the average number of masters degrees awarded by 52 out of 53 ALA-accredited library schools was 125; 47 non-ALA-accredited library schools awarded an average of 27 degrees. The total number of projected masters degrees to be awarded in 1977/78 represents about 7 percent of the professional library personnel reported in the 1970 census. Since there seems little doubt that shortly after its initial accreditation, a library school can be expected to award about 100 additional degrees, some consideration might be given to declaring a temporary moratorium on accreditation until the tight employment market eases.

3) One notable exception to such a moratorium on accrediting might be the University of Puerto Rico. From the Jackson report it seems clear that an ALA-accredited program to prepare library personnel for the Caribbean area is important to the future development both of the Graduate School of Librarianship and to library development in that area generally.

   Some attention will need to be given to the matter of recognition to be given the coursework in programs reported in the countries immediately to the south of the United States. There needs to be appropriate opportunities in the United States for those prepared to undertake advanced study.

4) The Canadian Library Association's Sub-Committee on the Training of Library Technicians continues to provide effective leadership. The work of this Committee in developing program standards and in preparing annual reports may have implications for comparable activities in the United States.

SOME UNRESOLVED QUESTIONS

Among the questions relative to NALEDS which require attention are the following: (1) What agency should be responsible for future surveys of library and information science education programs? (2) How often is such a survey needed? (3) Should a brief interim survey be conducted between major surveys? If so, what categories of information should be included? (4) Is it feasible to establish NALEDS on a self-supporting basis? (5) Should the Minority Enrollment Survey planned for the fourth year in the Spring of 1974 by the American Library Association be incorporated into the national survey, or is this feasible from the point of view of timing?

RECOMMENDATION

It is recommended that insofar as possible the NALEDS form be synchronized with the ALA Committee on Accreditation Annual Report forms. It is essential to eliminate unnecessary duplication of effort both in responding to two different survey forms and in attempting to keep records responsive to both forms. It would eliminate this duplication if a single form could be developed so that copies of such a statistical report form could be made available to both COA and NALEDS. Cooperative surveying of this kind would also involve dovetailing of schedules so that the mailing to NALEDS schools could be an extension of the COA Annual Report survey of ALA-accredited graduate library schools.

It is also recommended that the current NALEDS report form for undergraduate and technical assistant programs be divided into two forms: one for undergraduate programs and one for technical assistant programs. In this event, the NALEDS survey(s) presumably would retain the blue form used previously for graduate program reporting and perhaps adopt new colors for the new forms for undergraduate program reporting and for technical assistant program reporting.

It is likely that if continuity can be achieved, better results can be attained by decentralizing parts of the surveying. Certainly the surveys of library education in countries outside the United States need to be conducted by persons knowledgeable about the respective

programs and able to establish the personal contacts so essential to securing necessary information. It is becoming clear that even in the United States similar decentralization may be the most effective means for developing contacts that will achieve better quality in responses.

Finally, it is urged that appropriate attention be given to planning for the establishment and maintenance of a data bank which will provide valid, reliable, trend data adequate to support research and development in the areas of recruitment, education, and utilization of library personnel. Because the libraries of this country are important to every facet of national life as well as being one of the nation's multi-million-dollar resources, they deserve a high calibre of personnel. Maintaining a library labor force adequate in number and competence can only be achieved through sound planning and programming. As is true in every type of educational programming, quality library education cannot be left to chance nor accomplished in a vacuum.

APPENDIX

INDIANA UNIVERSITY
Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812--337-2666

SURVEY OF LIBRARY AND INFORMATION SCIENCE EDUCATION PROGRAMS 1971-1973

In order to continue the series of surveys originated in the U.S. Office of Education in 1962-1963, we would like to request your cooperation in completing the attached questionnaire. This questionnaire is designed to secure information about all formal library and information science education programs in North America.

For purposes of comparison, the survey covers the subject areas included in the 1969-1971 study, except that the questions on physical facilities have been omitted; the questions on enrollment and support have been expanded in line with suggestions made by David K. Berninghausen in the Winter 1972 issue of Journal of Education for Librarianship.

The survey is sponsored by the Graduate Library School of Indiana University and supported by a grant from the U.S. Department of Health, Education, and Welfare.

The directors of undergraduate and technician programs need only fill out the abbreviated yellow section. IN CASE YOU CANNOT SUPPLY ANSWERS IN THE REQUIRED FORM, REPLY IN YOUR OWN WORDS, BUT PLEASE CHECK THE APPROPRIATE BOX BELOW.

SIGN AND RETURN THE ENTIRE QUESTIONNAIRE, WHETHER FILLED OUT OR NOT, BY NOVEMBER 10, 1973

D. Kathryn Weintraub

D. Kathryn Weintraub, Associate Professor
Graduate Library School
Indiana University

Sarah R. Reed

Sarah R. Reed, Associate Dean
Graduate Library School
Indiana University

TYPE OF PROGRAM

Please check one and follow instructions for that category.

1. ☐ Graduate program only
2. ☐ Graduate and undergraduate program

→ **COMPLETE SECTION I (BLUE)**

3. ☒ Undergraduate program only (Baccalaureate or Certification)
4. ☐ Two-year library technician program (Associate Degree)
5. ☐ One-year library technician program (Certificate)

→ **COMPLETE SECTION II (YELLOW)**

6. ☐ Institution no longer offers library education program
7. ☐ Institution never offered library education program
8. ☐ Institution plans to offer library education programs in _____

→ **FILL OUT BOTTOM OF THIS PAGE**

Return entire questionnaire in enclosed, self-addressed envelope to:
Graduate Library School
Indiana University
Library 011
Bloomington, INDIANA 47401

Name and title of person completing this report	Area code Phone Extension	Date

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Section I

Graduate Library and Information Science Education Programs

NAME AND ADDRESS OF INSTITUTION AND TITLE OF HEAD OF PROGRAM (Please print)	NAME OF PROGRAM
	AREA CODE - TELEPHONE NUMBER - EXTENSION

1. Is program ALA accredited? ☐ Yes ☐ No

2. Indicate the organization of your school year. Check one.
☐ Semester ☐ Quarter ☐ Trimester ☐ Other (please specify) _____

. ENROLLMENT

A. FOR 1971/1972, INCLUDING SUMMER SESSION(S) 1972. Be sure to indicate clearly the specific time period covered, e.g., Semester I, Quarter I, or Summer Session I, in the blank at the top of each column.

Number of students enrolled in library and information science education programs (do not include service courses)	1971/72 Enrollment for _____				1971/72 Enrollment for _____				1971/72 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduates in l.s. courses												
2. Masters (l.s.)												
3. Intermediate & Post-Masters (l.s.)												
4. Doctoral Candidates (l.s.)												
5. Special Students (not degree candidates) (l.s.)												
6. Graduate students from areas other than l.s. in l.s. courses												

Number of students enrolled in library and information science education programs (do not include service courses)	1971/72 Enrollment for _____				1971/72 Enrollment for _____				1971/72 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduates in l.s. courses												
2. Masters (l.s.)												
3. Intermediate & Post-Masters (l.s.)												
4. Doctoral Candidates (l.s.)												
5. Special Students (not degree candidates) (l.s.)												
6. Graduate students from areas other than l.s. in l.s. courses												

THIS SECTION CONTINUED ON NEXT PAGE

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B. FOR 1972/1973, INCLUDING SUMMER SESSION(S) 1973. Be sure to indicate clearly the specific time period covered, e.g., Semester I, Quarter I, or Summer Session I, in the blank at the top of each column.

Number of students enrolled in library and information science education programs (do not count service courses)	1972/73 Enrollment for _____				1972/73 Enrollment for _____				1972/73 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduates in l.s. courses												
2. Masters (l.s.)												
3. Intermediate & Post-Masters (l.s.)												
4. Doctoral Candidates (l.s.)												
5. Special Students (not degree candidates) (l.s.)												
6. Graduate students from areas other than l.s. in l.s. courses												

Number of students enrolled in library and information science education programs (do not count service courses)	1972/73 Enrollment for _____				1972/73 Enrollment for _____				1972/73 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduates in l.s. courses												
2. Masters (l.s.)												
3. Intermediate & Post-Masters (l.s.)												
4. Doctoral Candidates (l.s.)												
5. Special Students (not degree candidates) (l.s.)												
6. Graduate students from areas other than l.s. in l.s. courses												

C. FOR FALL 1973.

Number of students enrolled in library and information science education programs (do not count service courses)	Enrollment for Fall 1973			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN
1. Undergraduates in l.s. courses				
2. Masters (l.s.)				
3. Intermediate & Post-Masters (l.s.)				
4. Doctoral candidates (l.s.)				
5. Special Students (not degree candidates) (l.s.)				
6. Graduate students from area other than l.s. in l.s. courses				

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URRICULUM 1973/1974

	Course Credit Hours*
1. Total number of credit hours of all courses in library and information science listed in most recent catalog. Omit all courses which have not been offered within the past two years.	
2. Courses for undergraduate credit only.	
3. Courses for undergraduate and graduate credit.	
4. Courses primarily for graduate credit toward Masters degree.	
5. Advanced graduate courses (doctoral, post-Masters, 2nd level degrees).	
6. How many credit hours are required for undergraduate major in library science?	
7. How many credit hours are required for undergraduate minor in library science?	
8. How many credit hours are required for the 1st Masters degree?	

*Report consistently with response for item 2 at top of page 1 above. Canadian schools should report each course as 3 credit hours each semester unless respondent indicates otherwise.

EGREES AWARDED

Number of degrees granted in 1971/1972 including summer session 1972 and in 1972/1973 including summer session 1973	1971/1972		1972/1973	
	MEN	WOMEN	MEN	WOMEN
1. 4-year Bachelors degrees				
2. First professional degrees requiring at least 5 years of study (Masters)				
3. Second-level professional degrees (post-Masters, etc.)				
4. Doctoral degrees				
5. Other (specify)				
6. Other (specify)				

LACEMENTS AND SALARIES OF GRADUATES

OTE: Please state salaries on a monthly basis (not annual) and round to the nearest dollar. Do not include decimal points or dollar signs.

	Number Known Placements at End of Year			Salaries Offered upon Employment					
				1970/71		1971/72		1972/73	
	1970/71	1971/72	1972/73	HIGH	LOW	HIGH	LOW	HIGH	LOW
1. Public (Municipal, County, Regional) and State									
2. School									
3. College and University									
4. Special and other (specify)									

DMINISTRATION

oes the head of the school or department report administratively to the institution's (check one)

1. ☐ President or Chancellor
2. ☐ Vice President or Vice Chancellor
3. ☐ Dean of College
4. ☐ Dean of Graduate School
5. ☐ Other (specify) _____

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VI. FACULTY AND STAFF AS OF FALL 1973

Report under full-time all faculty members who have full-time responsibilities within the library education program, including those who devote all or part of their time to administration. Faculty members reported under part time may be full-time university employees with responsibilities in other units. Include faculty on sabbatical leave under appropriate category.

Number of Faculty, by Rank, Fall 1973	Full-Time		Part-Time	
	Number of Faculty	Weekly Contact Hrs	Number of Faculty	Weekly Contact Hrs
1. Head of program				
2. Assoc. or Assist. Head of Program				
3. Professor				
4. Assoc. Professor				
5. Assist. Professor				
6. Instructor				
7. Other (specify)				

Number of Supporting Staff, excluding Maintenance, Fall 1973	Full-Time	Part-Time
8. Librarians		
9. Secretaries		
10. Clerical assistants		
11. Other (specify)		

DISTRIBUTION OF FULL-TIME FACULTY IN LIBRARY EDUCATION PROGRAM BY RANK AND SALARY CATEGORY FALL 1973

Enter the number of full-time faculty members in each category. Exclude faculty members employed on a part-time basis or for less than 9 months. Include full-time faculty members on sabbatical leave, and report their salaries, as you would if they were teaching their normal schedules. If you wish to limit use of data to statistical analysis, check as appropriate in the last column. The total number of faculty reported here should equal the total number reported under "full-time faculty" above.

TYPE OF POSITION	ANNUAL SALARY CATEGORY															
Employed 9-10 months	Under 8000	8000 to 9999	10000 to 11999	12000 to 13999	14000 to 15999	16000 to 17999	18000 to 19999	20000 to 21999	22000 to 23999	24000 to 25999	26000 to 27999	28000 to 29999	30000 to 31999	32000 to 33999	34000 and over	Check if for analysis only
12. Head of program																
13. Assoc/Assist Head of Program																
14. Professor																
15. Assoc Prof																
16. Assist Prof																
17. Instructor																
18. Other Instructional Staff (Specify)																
Employed 11-12 months																
19. Head of Program																
20. Assoc/Assist Head of Program																
21. Professor																
22. Assoc Prof																
23. Assist Prof																
24. Instructor																
25. Other Instructional Staff (Specify)																

VII. INCOME AND EXPENDITURES

Round all figures to the nearest dollar. Specify sources of authorization of U.S. funds by title.

A. EDUCATIONAL EXPENSES[a]	Parent Institution				Grants		Endowments		Other (specify)		TOTALS	
	L.S.		Non-L.S.[b]									
	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est
1. Faculty salaries[c]												
2. Faculty fringe benefits												
3. Consultants												
4. Clerical salaries												
5. Clerical fringe benefits												
6. Faculty travel												
7. Student travel[d]												
8. Supplies and expenses												
9. Furniture and equipment												
10. Remodeling												
11. Computer time												
12. Library services including salaries												
13. Janitorial services												
14. Other (specify)												
15. Other (specify												
16. Other (specify)												
TOTALS												

B. FINANCIAL AID TO STUDENTS

1. Scholarships and/or fellowships												
2. Associate instructorships[e]												
3. Graduate assistantships												
4. Research assistantships												
5. Tuition and/or fees												
6. Stipends including dependents[f]												
7. Other (specify)												
TOTALS												

[a]The purpose of items 2, 5, 12, and 13 is to secure consistent reporting. Include only if part of library school budget.
[b]Include here items that affect the library school program but are not reflected in the library school budget.
[c]Report Associate Instructor stipends under item B3.
[d]Include only program-related expenses, e.g., field trips.
[e]Refers to graduate student appointees who have teaching responsibilities.
[f]These refer to U.S. government funding unless otherwise specified.

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VII. INCOME AND EXPENDITURES (CONT.)

Round all figures to the nearest dollar. Specify sources of authorization of U.S. funds by title.

C. RESEARCH EXPENDITURES	Parent Institution				Grants		Endowments		Other (specify)		TOTALS	
	L.S.		Non-L.S.[b]									
	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est	72/73	73/74 Est
1. Professional salaries												
2. Professional fringe benefits												
3. Consultants												
4. Clerical salaries												
5. Clerical fringe benefits												
6. Faculty travel												
7. Supplies and expenses												
8. Furniture and equipment												
9. Remodeling												
10. Computer time												
11. Library services including salaries												
12. Janitorial services												
13. Other (specify)												
14. Other (specify												
15. Other (specify)												
TOTALS												

D. OTHER (specify, e.g. Publications program) _____

1. Professional salaries												
2. Professional fringe benefits												
3. Consultants												
4. Clerical salaries												
5. Clerical fringe benefits												
6. Faculty travel												
7. Supplies and expenses												
8. Furniture and equipment												
9. Remodeling												
10. Computer time												
11. Library services including salaries												
12. Janitorial services												
13. Other (specify)												
14. Other (specify												
15. Other (specify)												
TOTALS												

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I. U. S. GOVERNMENT SUPPORT PROGRAMS

	Number of Fellowships Received		Number of Fellowship Students Graduated					
			1972			1973		
	1971/72	1972/73	Masters	Post-Masters	Doctoral	Masters	Post-Masters	Doctoral
1. Under Title IIB of HEA								
2. Under other U.S. government programs (specify)								

3. Number of institutes under Title IIB held in 1971/72 ☐ 1972/73 ☐ Approved for 1973/74 ☐

4. Number of institutes under other U.S. government programs held in 1971/72 ☐
1972/73 ☐ Approved for 1973/74 ☐

5. Number of participants instructed during 1971/72 institutes ☐ 1972/73 ☐ Approved for 1973/74 ☐

6. Full-time equivalent faculty members employed from U.S. government funds during 1971/72 ☐
1972/73 ☐ Approved for 1973/74 ☐

7. Do you have any state or regional support programs, e.g., joint appointments with State Library?

☐ Yes ☐ No If yes, please specify_____

X. RELATED SUBJECT FIELDS 1973/74

	Number of Courses Taught 1973/74*
A. INSTRUCTIONAL TECHNOLOGY (media)	
1. Courses taught in the library science program	
2. Courses taught by other departments and accepted for credit by library science program	
B. INFORMATION SCIENCE AND AUTOMATION	
1. Courses taught in the library science program	
2. Courses taught by other departments and accepted for credit by library science program	

C. Is a course in instructional technology required? ☐ Yes ☐ No

D. Is a course in information science required? ☐ Yes ☐ No

E. Do students learn to operate audio-visual equipment?

1. In a required course? ☐ Yes ☐ No
2. In an elective course? ☐ Yes ☐ No
3. In a non-credit laboratory (specify)? ☐ Yes ☐ No
4. Other (specify)? ☐ Yes ☐ No

F. Do students in the library science program use a computer in course work? ☐ Yes ☐ No

X. PROJECTION OF DEGREES TO BE AWARDED

NUMBER OF DEGREES PROJECTED**	73/74	74/75	75/76	76/77	77/78
1. 4-year Bachelors degrees					
2. First professional degrees requiring at least 5 years of study (Masters)					
3. Second-level professional degrees (post-Masters, etc.)					
4. Doctoral degrees					
5. Other (specify)					
6. Other (specify)					

7. Upon what basis did you project the figures given in items 1-6 at left?

_____

_____

_____

_____

_____

*Canadian respondents should report in terms of courses and half-courses.

**Base each estimate upon the academic year and the succeeding summer session(s).

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XI. COMMENTS

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Section II

Undergraduate Library & Technician Programs

NAME AND ADDRESS OF INSTITUTION AND TITLE OF HEAD OF PROGRAM	NAME OF PROGRAM AREA CODE - TELEPHONE NUMBER - EXTENSION

1. Type of educational institution. Check one.

☐ University or four-year college ☐ Community or junior college ☐ Vocational technical

2. Indicate the organization of your school year. Check one.

☐ Semester ☐ Quarter ☐ Trimester ☐ Other (please specify) _____

ENROLLMENT

A. FOR 1971/1972, INCLUDING SUMMER SESSION(S) 1972. Be sure to indicate clearly the specific time period covered, e.g., Semester I, Quarter I, or Summer Session I, in the blank at the top of each column.

Number of students enrolled in library science programs (do not include service courses)	1971/72 Enrollment for _____				1971/72 Enrollment for _____				1971/72 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduate major												
2. Undergraduate minor												
3. Library technician, 2-year program												
4. Library technician, 1-year program												
5. Library science certification candidates and others												

Number of students enrolled in library science programs (do not include service courses)	1971/72 Enrollment for _____				1971/72 Enrollment for _____				1971/72 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduate major												
2. Undergraduate minor												
3. Library technician, 2-year program												
4. Library technician, 1-year program												
5. Library science certification candidates and others												

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B. FOR 1972/1973, INCLUDING SUMMER SESSION(S) 1973. Be sure to indicate clearly the specific time period covered, e.g., Semester I, Quarter I, or Summer Session I, in the blank at the top of each column.

Number of students enrolled in library science programs (do not include service courses)	1972/73 Enrollment for _____				1972/73 Enrollment for _____				1972/73 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduate major												
2. Undergraduate minor												
3. Library technician, 2-year program												
4. Library technician, 1-year program												
5. Library science certification candidates and others												

Number of students enrolled in library science programs (do not include service courses)	1972/73 Enrollment for _____				1972/73 Enrollment for _____				1972/73 Enrollment for _____			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load		FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
1. Undergraduate major												
2. Undergraduate minor												
3. Library technician, 2-year program												
4. Library technician, 1-year program												
5. Library science certification candidates and others												

C. FOR FALL 1973.

Number of students enrolled in library science programs (do not include service courses)	Enrollment for Fall 1973			
	FULL-TIME At least 75% normal load		PART-TIME Less than 75% normal load	
	MEN	WOMEN	MEN	WOMEN
1. Undergraduate major				
2. Undergraduate minor				
3. Library technician, 2-year program				
4. Library technician, 1-year program				
5. Library science certification candidates and others				

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II. CURRICULUM 1973/74

A. Course Offerings	Course Credit Hours*
1. Total number of credit hours of all courses in library science listed in most recent catalog. Omit courses which have not been offered within the past 2 years.	
2. Number of course credit hours primarily for library science major or minor.	
3. Number of credit hours primarily for library technician program.	

B. Program Requirements

1. How many credit hours are required for a library science major?	
2. How many credit hours are required for a library science minor?	
3. How many credit hours are required for an Associate degree (2-year program)?**	
4. How many credit hours are required for a library technician certificate (1-year program)?**	

III. DEGREES AWARDED

	1971/72		1972/73	
	MEN	WOMEN	MEN	WOMEN
1. 2-year Associate degrees				
2. 4-year Bachelors degrees				
3. Technician certificates				

IV. PLACEMENTS AND SALARIES OF GRADUATES

NOTE: Please show salaries on a monthly basis (not annual) and round to the nearest dollar. Do not include decimal points or dollar signs.

	Number of Known Placements	High Salary	Low Salary
1. Academic year 1970/71			
2. Academic year 1971/72			
3. Academic year 1972/73			

V. FACULTY AS OF FALL 1973

Number of faculty members teaching in library science program in Fall 1973	Number of Faculty	Weekly Contact Hrs
1. Faculty devoting full-time to library education		
2. Part-time faculty		

3. Does the head of your program devote full time to administration? ☐ Yes ☐ No

4. If no, specify breakdown of time: a. Percentage of time spent in administration ____%

b. Percentage of time spent in teaching ____%

c. Percentage of time spent in other (specify) ____% _____

*Report consistently with response with item 2 at top of page 1 above. Canadian schools should report each course as 3 credit hours unless respondent indicates otherwise.

**This refers to total credit hour requirement, not just library science.

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VI. EXPENDITURES

1. Does the library science education program operate on a separate, identifiable budget? ☐ Yes ☐ No

If yes, please complete questions 2-5. Round all figures to the nearest dollar. Do not show decimal points or dollar signs.

	Actual 1972/73	Estimated 1973/74
2. Full-time faculty salaries		
3. Part-time faculty salaries		
4. Salaries of support staff		
5. Other expenditures		

VII. RELATED SUBJECT FIELDS 1973/74

	Number of Courses Taught 1973/74*
A. INSTRUCTIONAL TECHNOLOGY (media)	
1. Courses taught in the library science program	
2. Courses taught by other departments and accepted for credit by library science program	
B. INFORMATION SCIENCE AND AUTOMATION	
1. Courses taught in the library science program	
2. Courses taught by other departments and accepted for credit by library science program	

C. Is a course in instructional technology required? ☐ Yes ☐ No

D. Is a course in information science required? ☐ Yes ☐ No

E. Do students learn to operate audio-visual equipment?

1. In a required course? ☐ Yes ☐ No
2. In an elective course? ☐ Yes ☐ No
3. In a non-credit laboratory (specify)? ☐ Yes ☐ No
4. Other (specify)? ☐ Yes ☐ No

F. Do students in the library science program use a computer in course work? ☐ Yes ☐ No

VIII. PROJECTION OF DEGREES TO BE AWARDED

Number of degrees projected**	1973/74	1974/75	1975/76	1976/77	1977/78
1. 2-year Associate degrees					
2. 4-year Bachelors degrees					
3. Technician certificates					

4. Upon what basis did you project the figures given in items 1-3 above?

_____

_____

_____

IX. COMMENTS

*Canadian respondents should report in terms of courses and half-courses.

**Base each estimate upon the academic year and the succeeding summer session(s).